

Quality Progress Report (QPR) For Texas FFY 2020

1) Overview

To gain an understanding of the availability of child care in the State/Territory please provide the following information on the total number of child care providers. Please enter N/A when necessary.

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the State/Territory as of September 30 of the last federal fiscal year. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

a. Licensed family child care # 4627

☐ N/A

Describe:

Licensed and Registered Child Care Homes

b. Legally exempt family child care (care in providers' home) # 0

☐ N/A

Describe:

Legally exempt providers are not eligible for CCDF subsidies

c. Licensed center-based programs # 9600

☐ N/A

Describe:

Licensed Child Care Centers

d. Legally exempt center-based programs # 0

☐ N/A

Describe:

Only Department of Defense operated programs are exempt from licensing standards. Data on the number of DoD-operated programs is not available.

e. In-home (care in the child's own home) # 5

☐ N/A

Describe:

Listed Homes, that are exempt from fees

f. Other (explain)

1.2 Goals for Quality Improvement

Based on Question 7.1.1 and 7.1.2 from the FFY2019-2021 CCDF State Plan, please report your progress on the State or Territory's overarching goals for quality improvement during October 1 to September 30 of the last federal fiscal year. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible.

GOAL: Improve the quality of child care by assisting child care providers in achieving higher quality standards, including Texas Rising Star certification and national accreditation.

- The number of Texas Rising Star providers grew from 1,658 to 1,829, a 9 percent increase.

GOAL: Increase access to quality child care for families by increasing the number of Texas Rising Star certified and nationally accredited facilities.

- The average number of CCDF children per day who enrolled in a Texas Rising Star program dropped from 49,131 to 43,788, due to the COVID-19 pandemic.

GOAL: Improve child caregiver quality by increasing early childhood education professional development opportunities for child care and prekindergarten teachers.

- In 2020, Local Workforce Development Boards (Boards) provided scholarships for more than 1,500 teachers, professional training on early learning guidelines to 952 programs, and mentoring/technical assistance to over 5,800 programs
- In 2020, TWC continued support of two initiatives that focused on professional development (the Professional Development Scholarship and Child Development Associate (CDA) credential).

2) Supporting the training and professional development of the child care workforce

Goal: Ensure the State/Territory's professional development systems or framework provides

initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development. Please select N/A when necessary.

2.1 State/Territory Progression of Professional Development

2.1.1 Did the State/Territory use a workforce registry or professional development registry to track progression of professional development during October 1 to September 30 of the last federal fiscal year?

☒ Yes.

If yes, describe:

In 2019 Texas began statewide roll-out of the Texas Workforce Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. Statewide rollout for the WF Registry will continue through 2021. Currently, 33,744 practitioners and 3,264 directors are utilizing the registry in some capacity.

☐ No.

If no, what alternative does the State/Territory use to track the progression of professional development for teachers/providers serving CCDF eligible children?
Describe:

2.1.2 Are any teachers/providers required to participate?

☐ Yes.

If yes, describe:

☒ No.

If no, describe:

Statewide participation is voluntary. Through the Texas Rising Star 4-year Review, revisions were made to require all certified Texas Rising Star programs to have at minimal a director participate in the Texas Workforce Registry beginning April 2021.

2.1.3 How many people were in the registry as of September 30 of the last federal fiscal year? # 37008

2.2 What supports did the State/Territory make available to teachers/providers to help them progress in their education and professional pathway between October 1 and September 30 of the last federal fiscal year (check all that apply)? If available, how many people received each type of support?

☒ Scholarships (for formal education institutions)

1500

☒ Financial bonus/wage supplements tied to education levels

2695

☒ Career advisors, Mentors, Coaches, or Consultants

5886

☒ Reimbursement for training

130

☐ Loans

#

☐ Other.

Describe:

Boards provided Texas Rising Star mentoring and technical assistance to 5,886 programs; the number of individuals is not known.

Scholarships:

- 129 Child Development Associate credential scholarships and 123 Associates degree scholarships were awarded through the Professional Development Scholarships initiative

- 72 Child Development Associate credential scholarships were awarded through the Child Development Credential initiative

☐ N/A

Describe:

2.3 Did the State/Territory have other initiatives available to support professional development and the workforce during October 1 to September 30 of the last federal fiscal year? (e.g. Substitutes, sick/annual leave, release time, etc.)

☒ Yes.

If yes, describe:

TWC approved funding for a CDA training program to enhance professional

development of child care provider staff and provide the training necessary for child care teachers to achieve CDAs. This initiative ended August 31, 2020. 865 child care provider staff participated in the project and 235 completed within the project's timeframe.

TWC also approved funding for a Child Care Business Administration credential to enhance business and organizational skills specific to child care business owners and/or directors. This initiative ended 6/30/2019. Xxx child care business owners/directors participated and xx completed the credential within the project's timeline.

In partnership with the Office of the Governor and the Texas Education Agency (TEA), TWC offers a one-and-a-half-day professional development annual conference for Texas Rising Star -certified providers and public prekindergarten teachers. This initiative is ongoing.

TWC provided funding to T.E.A.C.H. Early Childhood® TEXAS, which provides scholarships for those working in licensed child care centers and registered or licensed family child care homes in Texas. CCDF-funded scholarships were available for the CDA assessment fee and associate degrees. This initiative is still in progress with 129 CDA scholarships awarded and 123 Associate scholarships awarded in FY'20. With the FY'21 contract TWC opened the scholarship opportunity to those participating in bachelor degree and early childhood apprenticeship programs. 19 bachelor scholarships were awarded in September 2020.

☐ No.

For the questions 2.4 to 2.9 please report on the number of staff by qualification level as of September 30th of the last federal fiscal year. Count only the highest level attained by staff.

2.4 Licensed child care center director

a) How many had a Child Development Associate (CDA)?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data.

Numbers

depicted represent those currently in the WFR with complete accounts. A total of 112 directors have a CDA. Statewide rollout for the WFR will continue through 2021.

Calculation is determined by using the data of 81 complete accounts divided by 872 coded center facilities.

#: 81

#: 9

b) How many had an Associate's degree in an early childhood education?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data.

Numbers

depicted represent those currently in the WFR with complete accounts. A total of 80 directors have an Associate's degree. Statewide rollout for the WFR will continue through 2021.

Calculation is determined by using the data of 38 complete accounts divided by 872 coded center facilities.

#: 38

#: 4

c) How many had a Bachelor's degree in an early childhood education?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children

birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data.

Numbers

depicted represent those currently in the WFR with complete accounts. A total of 91 directors have a Bachelor's degree. Statewide rollout for the WFR will continue through 2021.

Calculation is determined by using the data of 34 complete accounts divided by 872 coded center facilities.

#: 34

#: 4

d) How many had a State child care credential?

☐ Unknown

Describe:

not applicable

#: 0

#: 0

e) How many had State infant and toddler credentials?

☐ Unknown

Describe:

not applicable

#: 0

#: 0

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data.

Numbers

depicted represent those currently in the WFR with complete accounts. A total of 81 directors have an "other" degree related to early childhood education, to include Master's, Doctorate and Ph.D. Statewide rollout for the WFR will continue through 2021.

Calculation is determined by using the data of 31 complete accounts divided by 872 coded center facilities.

#: 31

#: 4

2.5 Licensed child care center teachers

a) How many had a Child Development Associate (CDA)?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data.

Numbers

depicted represent those currently in the WFR with complete accounts. A total of 640 teachers have a CDA. Statewide rollout for the WFR will continue through 2021.

Calculation is determined by using the data of 405 complete accounts divided by 5,061 coded center facilities.

#: 405

#: 8

b) How many had an Associate's degree in an early childhood education?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data.

Numbers

depicted represent those currently in the WFR with complete accounts. A total of 333 teachers have an Associate's degree. Statewide rollout for the WFR will continue through 2021.

Calculation is determined by using the data of 92 complete accounts divided by 872 coded center facilities.

#: 92

#: 2

c) How many had a Bachelor's degree in an early childhood education?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data.

Numbers

depicted represent those currently in the WFR with complete accounts. A total of 528 teachers have a Bachelor's degree. Statewide rollout for the WFR will continue through 2021.

Calculation is determined by using the data of 101 complete accounts divided by 872 coded center facilities.

#: 101

#: 2

d) How many had a State child care credential?

☐ Unknown

Describe:

not applicable

#: 0

#: 0

e) How many had State infant and toddler credentials?

☐ Unknown

Describe:

not applicable

#: 0

#: 0

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data.

Numbers

depicted represent those currently in the WFR with complete accounts. A total of 1,118 teachers have an "other" degree in early childhood education, to include Master's, Doctorate and Ph.D. Statewide rollout for the WFR will continue through 2021.

Calculation is determined by using the data of 27 complete accounts divided by 872 coded center facilities.

#: 27

#: 1

2.6 Licensed family child care providers

a) How many had a Child Development Associate (CDA)?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data.

Numbers

depicted represent those currently in the WFR with complete accounts. Statewide

rollout for the WFR will continue through 2021.

Calculation is determined by using the data of 11 complete accounts divided by 68 coded home facilities.

#: 11

#: 16

b) How many had an Associate's degree in an early childhood education?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data.

Numbers

depicted represent those currently in the WFR with complete accounts. Statewide rollout for the WFR will continue through 2021.

Calculation is determined by using the data of 2 complete accounts divided by 68 coded home facilities.

#: 2

#: 3

c) How many had a Bachelor's degree in an early childhood education?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data.

Numbers

depicted represent those currently in the WFR with complete accounts. Statewide rollout for the WFR will continue through 2021.

Calculation is determined by using the data of 4 complete accounts divided by 68 coded home facilities.

#: 4
%: 6

d) How many had a State child care credential?

☐ Unknown

Describe:

not applicable

#: 0
%: 0

e) How many had State infant and toddler credentials?

☐ Unknown

Describe:

not applicable

#: 0
%: 0

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data.

Numbers

depicted represent those currently in the WFR with complete accounts. Statewide rollout for the WFR will continue through 2021.

Calculation is determined by using the data of 1 complete account divided by 68 coded home facilities.

#: 1
%: 1

2.7 Licensed child care center directors who serve CCDF children

a) How many had a Child Development Associate (CDA)?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WFR with complete accounts.

Statewide rollout for the WFR will continue through 2021.

Based on the data provided from the TECPDS Registry that TWC was able to cross reference which facilities were child care subsidy programs, and the following number of CDAs were reported.

Calculation is determined by using the data of 77 complete accounts divided by 907 coded child care subsidy center facilities.

#: 77

#: 8

b) How many had an Associate's degree in an early childhood education?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce (WF) Registry, a web-based application for early childhood In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WFR with complete accounts. Statewide rollout for the WFR will continue through 2021.

Based on the data provided from the TECPDS Registry that TWC was able to cross reference which facilities were child care subsidy programs, and the following number of Associate's degrees were reported.

Calculation is determined by using the data of 33 complete accounts divided by 907 coded child care subsidy center facilities.

#: 33

#: 4

c) How many had a Bachelor's degree in an early childhood education?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WFR with complete accounts.

Statewide rollout for the WFR will continue through 2021.

Based on the data provided from the TECPDS Registry that TWC was able to cross reference which facilities were child care subsidy programs, and the following number of Bachelor's degrees were reported.

Calculation is determined by using the data of 28 complete accounts divided by 907 coded child care subsidy center facilities.

#: 28

#: 3

d) How many had a State child care credential?

☐ Unknown

Describe:

not applicable

#: 0

#: 0

e) How many had State infant and toddler credentials?

☐ Unknown

Describe:

not applicable

#: 0

#: 0

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WFR with complete accounts.

Statewide rollout for the WFR will continue through 2021.

Based on the data provided from the TECPDS Registry that TWC was able to cross reference which facilities were child care subsidy programs, and the following number of "other" degrees were reported.

Calculation is determined by using the data of 20 complete accounts divided by 907 coded child care subsidy center facilities.

#: 20

#: 2

2.8 Licensed child care center teachers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WFR with complete accounts.

Statewide rollout for the WFR will continue through 2021.

Based on the data provided from the TECPDS Registry that TWC was able to cross reference which facilities were child care subsidy programs, and the following number of CDAs were reported.

Calculation is determined by using the data of 352 complete accounts divided by 3,950 coded child care subsidy center facilities.

#: 352

#: 9

b) How many had an Associate's degree in an early childhood education?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WFR with complete accounts.

Statewide rollout for the WFR will continue through 2021.

Based on the data provided from the TECPDS Registry that TWC was able to cross reference which facilities were child care subsidy programs, and the following number of Associate's degrees were reported.

Calculation is determined by using the data of 79 complete accounts divided by 3,950 coded child care subsidy center facilities.

#: 79

#: 2

c) How many had a Bachelor's degree in an early childhood education?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WFR with complete accounts.

Statewide rollout for the WFR will continue through 2021.

Based on the data provided from the TECPDS Registry that TWC was able to cross reference which facilities were child care subsidy programs, and the following number of Bachelor's degrees were reported.

Calculation is determined by using the data of 76 complete accounts divided by 3,950 coded child care subsidy center facilities.

#: 76

#: 2

d) How many had a State child care credential?

☐ Unknown

Describe:

not applicable

#: 0

#: 0

e) How many had State infant and toddler credentials?

☐ Unknown

Describe:

not applicable

#: 0

#: 0

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data.

Numbers

depicted represent those currently in the WFR with complete accounts. Statewide rollout for the WFR will continue through 2021.

Based on the data provided from the TECPDS Registry that TWC was able to cross reference which facilities were child care subsidy programs, and the following number of Bachelor's degrees were reported.

Calculation is determined by using the data of 19 complete accounts divided by 3,950 coded child care subsidy center facilities.

#: 19

#: 0

2.9 Licensed family child care providers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WFR with complete accounts.

Statewide rollout for the WFR will continue through 2021.

Based on the data provided from the TECPDS Registry that TWC was able to cross reference which facilities were child care subsidy programs, and the following number of CDAs were reported.

Calculation is determined by using the data of 9 complete accounts divided by 26 coded child care subsidy home facilities.

#: 9

#: 35

b) How many had an Associate's degree in an early childhood education?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WFR with complete accounts.

Statewide rollout for the WFR will continue through 2021.

Based on the data provided from the TECPDS Registry that TWC was able to cross reference which facilities were child care subsidy programs, and the following number of Associate's degrees were reported.

Calculation is determined by using the data of 3 complete accounts divided by 26

coded child care subsidy home facilities.

#: 3

#: 12

c) How many had a Bachelor's degree in an early childhood education?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WFR with complete accounts.

Statewide rollout for the WFR will continue through 2021.

Based on the data provided from the TECPDS Registry that TWC was able to cross reference which facilities were child care subsidy programs, and the following number of Bachelor's degrees were reported.

Calculation is determined by using the data of 2 complete accounts divided by 26 coded child care subsidy home facilities.

#: 2

#: 8

d) How many had a State child care credential?

☐ Unknown

Describe:

not applicable

#: 0

#: 0

e) How many had State infant and toddler credentials?

☐ Unknown

Describe:

not applicable

#: 0
%: 0

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☐ Unknown

Describe:

In 2019 Texas began roll-out of the Texas Workforce Registry (WFR), a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. At this time, the system does not have completed statewide data. Numbers depicted represent those currently in the WFR with complete accounts.

Statewide rollout for the WFR will continue through 2021.

Based on the data provided from the TECPDS Registry that TWC was able to cross reference which facilities were child care subsidy programs, and the following number of "other" degrees were reported.

Calculation is determined by using the data of 1 complete account divided by 26 coded child care subsidy home facilities.

#: 1
%: 4

2.10 Spending

2.10.1. Did the State/Territory spend CCDF quality set aside funds to support the training and professional development of the child care workforce during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on supporting the training and professional development of the child care workforce

☒ Yes.

If yes, %: 7.27

☐ No

☐ N/A

Describe:

2.10.2 Did the State/Territory use other non-CCDF funds to support the training and professional development of the child care workforce (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

Local Workforce Boards may choose to use Local Match funds to support the training and professional development of the child care workforce. No funds were reported as being used for 2020.

2.10.3 Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 towards supporting the training and professional development of the child care workforce?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use Consolidated Appropriations Act funds for supporting training and professional development of the child care workforce.

2.10.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 towards supporting the training and professional development of the child care workforce?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use Coronavirus Aid, Relief, and Economic Security (CARES) Act funds for supporting training and professional development of the child care workforce

2.11 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The biggest indicator of progress is participation in the state's QRIS. TWC monitors Texas Rising Star participation on a monthly basis. In FY2020, Texas saw an increase in participation, with the number of Texas Rising Star providers rising 9 percent from 1,658 in FY 2019 to 1,829 in FY2020.

TWC also monitors the Boards' CCDF quality expenditures quarterly. The following activities were provided locally in FY2020:

- # of providers receiving financial support and/or targeted technical assistance for Texas Rising Star certification: 5,886
- # of providers receiving mentoring services that ultimately obtain, retain, or attain higher certification levels: 965
- # of providers receiving training/technical assistance on the state's early learning guidelines: 952
- # of caregivers receiving scholarships and other financial support: 4,500

Additionally, several statewide initiatives contributed to the quality of child care programs in FY2020. Program participation and outcomes are monitored for each initiative:

- Professional Development for Early Childhood Educators (CDA and AA degree scholarships)
- Planning for Individualized Instruction (Child Assessment project)
- Early Childhood Education Partnership (CDA Career & Technology Education and coaching support)
- Online CDA training
- Texas School Ready project
- Texas Early Childhood Learning Summit
- Family Child Care Network
- Child Care Business Training
- Addressing Challenging Behaviors (reducing suspension and expulsion) started 9/1/2020
- Staff Retention Strategies started 9/1/2020

3) Improving early learning and development guidelines

Goal: To ensure the State/Territory has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice, professional development, and families.

3.1. Describe any changes or updates to the State or Territory's early learning and development guidelines during October 1 to September 30 of the last federal fiscal year

No changes were made to the Infant, Toddler, & Three-Year-Old Early Learning Guidelines (ages birth to three years) or the Texas Prekindergarten Guidelines (ages three to five years) in 2020.

3.2 Spending

3.2.1. Did the State/Territory spend CCDF quality set aside funds during October 1 to September 30 of the last federal fiscal year on the development or implementation of early learning and development guidelines? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what was the percentage of CCDF quality dollars spent on the development or implementation of early learning and development guidelines?

☐ Yes.

If yes, %:

☒ No

☐ N/A

Describe:

The state did not use CCDF funds to develop or implement early learning and development guidelines.

3.2.2. Did the State/Territory use other non-CCDF funds to develop or implement early learning and development guidelines (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use non-CCDF funds to develop or implement early learning and development guidelines.

3.2.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on developing or implementing early learning and development guidelines?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use Consolidated Appropriations Act funds to develop or implement early learning and development guidelines.

3.2.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 on developing or implementing early learning and development guidelines?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use CARES Act funds to develop or implement early learning and development guidelines.

3.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

not applicable

4) Developing, implementing, or enhancing a quality rating improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the State/Territory implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

Please provide your State/Territory's definition of high quality care, and how it relates to the tiers of your QRIS (if applicable). *This may include the State/Territory's RTT-ELC definition of high quality or high quality definition as part of the State/Territory's Quality Rating Improvement System (QRIS). If no QRIS exists describe other measures used to assess quality (may include assessment scores, accreditation, or other metric):*

Texas defines high quality through the Texas Rising Star program. Providers that achieve Texas Rising Star certification offer high-quality care that exceeds the Texas Health and Human Services Commission minimum Child Care Regulation (CCR) licensing standards for director and staff qualifications, teacher-child interactions, age-appropriate curricula and activities, indoor/outdoor environments and activities, program administration, and parent involvement and education. As providers progress through the three levels of Texas Rising Star certification (2-Star, 3-Star, and 4-Star) via a hybrid scoring system, they demonstrate higher levels of quality. Texas Rising Star provides professional development, resources, and mentoring to support providers to improve and maintain the quality of child care programs.

4.1 Did the status of your State/Territory quality rating and improvement system (QRIS) change during October 1 to September 30 of the last federal fiscal year?

- ☐ Yes, the State/Territory QRIS is now operating State/Territory-wide
- ☐ Yes, the State/Territory QRIS is now operating as a pilot, in a few localities, or only a few levels
- ☐ Yes, the State/Territory is now operating another system of quality improvement.

Describe:

- ☐ Yes, the State/Territory no longer has a QRIS.
- ☒ No, the status of the State/Territory QRIS has not changed as of September 30th of the last federal fiscal year.

4.2 Did the types of providers included in the State/Territory QRIS change during October 1 to September 30 of the last federal fiscal year? If yes, check which types of providers were added or removed (check all that apply):

- ☐ Yes
- ☐ Added licensed family child care
 - ☐ Removed licensed family child care
 - ☐ Added legally exempt family child care (care in providers' home)
 - ☐ Removed legally exempt family child care (care in providers' home)
 - ☐ Added licensed center-based programs
 - ☐ Removed licensed center-based programs
 - ☐ Added legally exempt center-based programs
 - ☐ Removed legally exempt center-based programs
 - ☐ Added in-home (care in the child's own home)
 - ☐ Removed in-home (care in the child's own home)
 - ☐ Other.

Describe:

- ☒ No

4.3 Is participation in the State/Territory QRIS mandatory for any group of providers?

- ☐ Yes

Describe;

- ☒ No

- ☐ N/A

Describe;

4.4 Enter the number of programs that met the State's high quality definition as of September 30 the last fiscal year:

- a) Licensed family child care # 148
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 1654
- d) Legally exempt center-based programs # 27
- e) In-home (care in the child's own home) # 0

☐ N/A

Describe:

4.5 Enter the number of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months # 13672
- b) 3 years up to kindergarten entry # 21235
- c) School Aged (post kindergarten entry) # 17633
- d) Other. Describe:

n/a

☐ N/A

Describe:

4.6 Provide the percentage of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months % 26
- b) 3 years up to kindergarten entry % 40.4
- c) School Aged (post kindergarten entry) % 33.6
- d) Other. Describe:

n/a

☐ N/A

Describe:

4.7 Provide the number of programs that participated in the State/Territory's QRIS in the last fiscal year.

4.7.1 What is the total number of *eligible* child care settings for QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

6029

☐ N/A

Describe:

Licensed child care facilities

ii. Licensed Family Child Care Homes:

1400

☐ N/A

Describe:

Registered and/or Licensed home facilities

iii. License-Exempt Providers:

29

☐ N/A

Describe:

Department of Defense operated providers

4.7.2 Of the total number eligible, what is the total number and percentage of child care settings in the State/Territory that participated in the QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

☐ N/A

Describe:

Calculation is determined by using the 1,933 Texas Rising Star certified centers divided by the 6,029 subsidy center facilities.

1933

% 32.1

ii. Licensed Family Child Care Homes:

☐ N/A

Describe:

Calculation is determined by using the 132 Texas Rising Star certified homes divided by the 1,400 subsidy home facilities.

132

% 9

iii. License-Exempt Providers:

☐ N/A

Describe:

Department of Defense providers offer high quality but are not licensed or tracked by the state. Calculation is determined by using the 21 Texas Rising Star certified license-exempt providers divided by the 29 subsidy license-exempt facilities.

21

% 72.4

4.8 Did the State/Territory provide one-time grants, awards or bonuses connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many were provided to the following types of programs during October 1 to September 30 of the last federal fiscal year?

☒ Yes

- a) Licensed center-based programs: # 1949
- b) Licensed Family Child Care Homes: # 219
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

☐ No

☐ N/A

Describe:

Boards may provide one-time grants, awards or bonuses to child care programs in an effort to support obtaining or maintaining Texas Rising Star certification.

4.9 Did the State/Territory provide on-going or periodic quality stipends connected to

(or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year?

☒ Yes

- a) Licensed center-based programs: # 293
- b) Licensed Family Child Care Homes: # 30
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

☐ No

☐ N/A

Describe:

Boards may provide on-going or periodic quality stipends to child care programs in an effort to support obtaining or maintaining Texas Rising Star certification.

4.10 Did the State/Territory provide ongoing technical assistance related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received ongoing technical assistance during October 1 to September 30 of the last federal fiscal year?

☒ Yes

- a) Licensed center-based programs: # 1330
- b) Licensed Family Child Care Homes: # 124
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

☐ No

☐ N/A

Describe:

Boards may provide on-going technical assistance to child care programs in an effort to support obtaining or maintaining Texas Rising Star certification.

4.11 Did the State/Territory provide higher subsidy rates related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1 to September 30 of the last federal fiscal year?

☒ Yes

- a) Licensed center-based programs: # 1654
- b) Licensed Family Child Care Homes: # 148
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 27
- e) In-home (care in the child's own home): # 0

☐ No

☐ N/A

Describe:

Reimbursement rates are set using a tiered system. Texas Rising Star 2-Star certified providers receive a reimbursement of at least 5 percent higher than regular reimbursement; Texas Rising Star 3-Star certified providers at least 7 percent higher; and Texas Rising Star 4-Star certified providers at least 9 percent higher. Additionally, in August 2018, regular reimbursement rates were raised overall by 2 percent and Boards were required to set the 4-Star level at the 75th percentile of the 2017 Market Rate Survey (MRS), with the 3-Star level at 90 percent of the 4-Star rate and the 2-Star level at 90 percent of the 3-Star rate. Additional statewide increases were approved in FY2019 to benchmark FY2020 rates to the 2019 MRS.

4.12 Spending

4.12.1 Did the State or Territory use CCDF quality set aside funds to support QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent supporting QRIS or other quality related improvements?

☒ Yes.

If yes, %: 41.30

☐ No

☐ N/A

Describe:

4.12.2 Did the State or Territory use other non-CCDF funds to support QRIS or other quality rating system (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, %:

☒ No

☐ N/A

Describe:

Local Workforce Boards may choose to use Local Match funds to support QRIS. No funds were reported as being used for 2020.

4.12.3 Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support QRIS or other quality rating systems?

☐ Yes.

If yes, describe :

☒ No

☐ N/A

Describe:

The state did not use Consolidated Appropriations Act funds to support QRIS.

4.12.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to support QRIS or other quality rating systems?

☐ Yes.

If yes, describe :

☒ No

☐ N/A

Describe:

The state did not use CARES Act funds to support QRIS.

4.13 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

TWC monitors the number of providers participating in Texas Rising Star. In FY2020, a quarter of providers receiving subsidies participated in Texas Rising Star (1,829 Texas Rising Star providers out of 7,458 subsidized providers). Additionally, the number of programs participating in Texas Rising Star increased 17 percent from FY2019 to FY2020.

5) Improving the supply and quality of child care programs for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1. Provide the total number of State funded Infant Toddler Specialists available to providers during October 1 to September 30 of the last federal fiscal year.

- a) Number of Specialists available to all providers # 8
- b) Number of Specialists available to providers serving CCDF children # 8
- c) Number of infant toddler specialists available specifically trained to support FCC providers # 8
- d) Number of providers served # 0
- e) Total number of children reached # 0

☐ N/A

Describe:

TWC approved funding for the development of a statewide Infant and Toddler Specialist Network to be implemented in FY2020. This initiative began January 2020 and will continue for at least 18 months. The data reported is based on the initial pilot outreach.

5.2. Provide the number of professionals receiving any State- funded on-site coaching in infant and toddler practice during October 1 to September 30 of the last federal fiscal year.

- a) Number of licensed center-based teachers # 68
- b) Number of licensed family child care providers # 0
- c) Number of license-exempt providers of care in their home #
- d) Number of center directors # 0

☐ N/A

Describe:

TWC approved funding for the development of a statewide Infant and Toddler Specialist Network to be implemented in FY2020. This initiative began January 2020 and will continue for at least 18 months. The data reported is based on the initial pilot outreach.

5.3. Of the number of professionals listed in question 5.2, what percentage served CCDF children during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center-based teachers #
- b) Number of licensed family child care providers #
- c) Number of license-exempt providers of care in their home #
- d) Number of center directors #

☒ N/A

Describe:

TWC approved funding for the development of a statewide Infant and Toddler Specialist Network to be implemented in FY2020. This initiative began January 2020 and will continue for at least 18 months. The data reported is based on the initial pilot outreach.

5.4. Provide the total number of State funded infant and toddler health consultants in the State or Territory during October 1 to September 30 of the last federal fiscal year.

- a) Consultants available in State #
- b) Consultants available to providers serving CCDF children #

☒ N/A

Describe:

In FY2020, Texas did not have infant and toddler health consultants.

5.5. Did the State/Territory conduct an analysis of supply and demand for infant toddler slots and to identify areas of focus to build supply during October 1 to September 30 of the last federal fiscal year?

☐ Yes

(please provide link)

☒ No

☐ N/A

Describe:

Boards may conduct their own local analysis of supply and demand to identify areas of focus to meet their local needs.

5.6. Provide the number of staffed FCC networks supported by the CCDF funds through direct agreement with a centralized hub or community-based agency during October 1 to September 30 of the last federal fiscal year.

a) Number of staffed FCC networks: # 2

Describe what the hub provides to participating FCC providers:

Services vary by location and include coaching, professional development, assistance obtaining licensure, resource guides, and networking.

☒ N/A

Describe:

In, FY2020, Texas began implementation of regional FCC networks in Denton and Travis counties. These FCC networks provide training, specialized services and technical assistance to address the needs of family home-based caregivers, and thereby increase the availability and quality of family child care. Avance has recruited around 32 home-based providers for their network in Travis County. United Way of Denton County has served around 25 home-based providers.

5.7 Spending

5.7.1. Did the State or Territory use CCDF quality set aside funds in addition to the 3% infant and toddler set-aside to improve the supply and quality of child care programs and services for infants and toddlers during October 1 to September 30 of the last federal fiscal year? If so, what estimated percentage of CCDF quality dollars was spent supporting the quality and supply of infant and toddler care? The State or Territory should not include the 3% infant and toddler set-aside in the estimated percentage.

☒ Yes.

If yes, %: 23.85

☐ No

☐ N/A

Describe:

5.7.2. Did the State or Territory use other non-CCDF funds to improve the supply and quality of child care programs and services for infants and toddlers (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

Local Workforce Boards may choose to use Local Match funds to improve supply and quality of programs servicing infants and toddlers. No funds were reported as being used for 2020.

5.7.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to improve the supply and quality of child care programs and services for infants and toddlers?

☒ Yes.

If yes, describe:

TWC approved funding for a statewide Infant and Toddler Specialist Network initiative to be implemented in FY 2020.

Additionally, at the end of FY2018, Boards received an additional \$3.5 million to improve the supply and quality of care for infants and toddlers through March 2020.

With these funds, an additional 16 infant providers added 128 slots and 24 toddler providers added 159 slots during FY20.

☐ No

☐ N/A

Describe:

5.7.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to improve the supply and quality of child care programs and services for infants and toddlers?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use CARES Act funds to improve supply and quality of programs servicing infants and toddlers.

The CCDBG Act of 2014 included changes targeted at improving the supply and quality of infant-toddler care. Lead Agencies are encouraged to systematically assess and improve the overall quality of care infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

5.8 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

In FY2020, TWC evaluated the following measures:

- the number of providers trained on the infant and toddler guidelines: 643
- the number of providers meeting Texas Rising Star standards for infant and toddler guidelines: 1,829

Due to COVID-19 this resulted in a decrease of 13% of the number of providers trained on the infant and toddler guidelines, however TWC saw an increase of 9% of the number of providers meeting the standards for infant and toddler guidelines.

6) Establishing or expanding a statewide system of child care resource and referral services

Goal: State/Territory provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the State/Territory.

6.1. Describe how CCDF quality funds were used to establish or expand a statewide system of child care resource and referral services during October 1 to September 30 of the last federal fiscal year.

In FY2020, TWC provided funding to Texas' Health and Human Services Commission to help maintain the state's 2-1-1 system which helps Texans connect to a variety of services including child care.

6.2. Did the State/Territory change its use of symbols or simple icons, such as stars or levels, to communicate levels of quality for child care programs beyond what may be communicated to parents about licensing status and compliance during October 1 to September 30 of the last federal fiscal year?

☐ Yes

Describe:

☒ No

☐ N/A

Describe:

There was no change to the symbols or icons used to indicate quality levels for child care programs in FY2020.

6.3 Spending

6.3.1. Did the State or Territory use CCDF quality set aside funds to establish or expand a statewide CCR&R during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent to establish or expand a statewide CCR&R?

☒ Yes.

If yes, %: 0.26

☐ No

☐ N/A

Describe:

6.3.2. Did the State or Territory use other non-CCDF funds to establish or expand a statewide CCR&R (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

Local Workforce Boards may choose to use Local Match funds to expand or establish CCR&Rs in their area. No funds were reported as being used for 2020.

6.3.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to establish or expand a statewide CCR&R?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use Consolidated Appropriations Act funds to expand or establish CCR&Rs.

6.3.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to establish or expand a statewide CCR&R?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use CARES Act funds to expand or establish CCR&Rs.

6.4. Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Texas has some regional CCR&Rs that TWC does not directly fund; measures/data are not available for these.

Texas 2-1-1 system is a broad human services referral system and did not have any measures specific to Child Care in FY2020.

TWC conducted an analysis of the 2-1-1 website and collaborated with Health and Human Services Commission (HHSC) to review the taxonomy of the search system. Based on this review, TWC recommended additional language and entities to be added to the taxonomy and website. HHSC finalized that work in 2020. 2-1-1 Texas also added a live chat help feature to further assist customers and create better customer service.

7) Facilitating compliance with State/Territory requirements for inspection, monitoring, health and safety standards and training, and State/Territory licensing standards

Goal: To ensure child care providers maintain compliance with State/Territory licensing, inspection, monitoring, and health and safety standards and training.

7.1. Has the State/Territory aligned health and safety standards with the following:

a) Caring for Our Children Basics

☒ Yes.

☐ No.

If not, describe:

Texas minimum standards fully align with approximately 57% of the Caring for Our Children Basics (CFOCB) standards and partially align with approximately 43% of

the CFOCB standards

b) Head Start

☒ Yes.

☐ No.

If not, describe:

Texas minimum standards align with Head Start safety practices in 1302.47, with the exception of 1302.47(a), which requires consultation of the Caring for Our Children Basics

c) State pre-k

☐ Yes.

☒ No.

If not, describe:

Texas pre-k does not have statewide health and safety standards

7.2. Check if pre-service/ongoing (or both) training is provided to child care staff on the following:

☒ Licensing Standards

☒ Ongoing health and safety training or education

☒ Monitoring Protocols

☐ N/A

Describe:

7.3 Complaints regarding child care providers received during October 1 to September 30 of the last federal fiscal year

7.3.1 How many complaints were received regarding providers during October 1 to September 30 of the last federal fiscal year?

a) Licensed providers # 9418

b) Licensed-exempt providers # 0

7.3.2 What was the average length of time between receiving the complaint and taking steps

to respond to a complaint during October 1 to September 30 of the last federal fiscal year?
Priority 1 Minimum Standards Violation 16.8 hours Priority 2 Minimum Standards Violation
2.2 days Priority 3 Minimum Standards Violation 4.1 days Priority 4 Minimum Standards
Violation 1.5 days Priority 5 Minimum Standards Violation 1.2 days

7.3.3 How many complaints received an on-site follow-up inspection during October 1 to
September 30 of the last federal fiscal year ? # 4267

7.3.4 How many of the complaints resulted in one or more substantiated violations in the
program or provider site identified during October 1 to September 30 of the last federal fiscal
year ? # 2260

7.3.5 How many child care providers had CCDF funding revoked as a result of an inspection
during October 1 to September 30 of the last federal fiscal year? # 0

7.3.6 How many child care providers closed as a result of an inspection during October 1 to
September 30 of the last federal fiscal year? # 12

7.3.7 Please provide any additional information regarding health and safety complaints and
inspections in the State or territory during October 1 to September 30 of the last federal fiscal
year:

Data gathered for the State Fiscal Year Report (9/1/2019 - 8/31/2020) unless otherwise
noted. Data provided for HHSC does not include data for abuse, neglect, or exploitation
investigations which are maintained by Department of Family and Protective Services
(DFPS) data. Counts have decreased due to COVID-19 pandemic effecting business
processes between March 2020 and August 2020.

**7.4 How many child care staff, including caregivers, teachers, and directors, received
coaching or TA to improve their understanding and adherence to health and safety
standards (as a result of an inspection) during October 1 to September 30 of the last
federal fiscal year?**

a) Licensed child care center staff: # 27506

b) Licensed family child care staff: # 8219

c) Licensed exempt child care staff: # 0

d) Licensed exempt family child care staff: # 0

☒ e) N/A

Describe:

Numbers indicate the total number of instances technical assistance was provided to
operations.

7.5 Spending

7.5.1 Did the State or Territory spend CCDF quality set aside funds on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriations years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on facilitating compliance with State/Territory requirements?

☒ Yes.

If yes, %: 21.50

☐ No

☐ N/A

Describe:

7.5.2 Did the State or Territory use other non-CCDF funds (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use non-CCDF funds on facilitating compliance with licensing requirements and standards.

7.5.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use Consolidated Appropriations Act funds on facilitating compliance with licensing requirements and standards.

7.5.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use CARES Act funds on facilitating compliance with licensing requirements and standards.

7.6 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Child Care Licensing (CCL) uses the following measures to evaluate progress in facilitating child care provider compliance with state standards:

- Number of applications, monitoring, follow-up, and investigation inspections
- Application and Monitoring - 14,148 (including listed homes) as of 8/31
- Follow Up - 4,449 (including listed homes), 4,060 (without listed homes) as of 8/31
- Investigation Inspections - 3,780 (including listed homes), 3,745 (without listed homes) as of 8/31
- Number of voluntary plans of action put into effect: 146
- Number of corrective actions put into effect: 27
- Illegal operations identified were 1,561 and investigations resolved were 1,311
- Technical assistance offered by minimum standard was 62,584 (including listed homes), 62,428 (without listed homes) as of 9/30

Additionally, local Boards use CCL data to provide targeted technical assistance to existing

and potential Texas Rising Star programs:

- Analyzing the most frequent minimum standards deficiencies for Texas Rising Star providers and targeting training and technical assistance to improve quality and adherence to standards at those providers
- Analyzing non- Texas Rising Star providers whose inspection records indicate potential eligibility for Texas Rising Star and targeting outreach and recruitment of those providers into the program

8) Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children

Goal: State/Territory investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1. What assessment tool(s) did the State/Territory use in center based programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

Boards use the Texas Rising Star assessment tools developed by the Children's Learning Instituteto measure program quality and Texas Rising Star certification level

b) To measure effective practice, describe:

N/A

c) To measure age appropriate child development, describe:

Boards and providers select tools to measure child progress. TWC has made available Teaching Strategies GOLD as well as CLI's Circle Progress Monitoring tool. Additionally, many Boards and providers utilize developmental screening tools such as Ages and Stages Questionnaire.

d) Other, describe:

N/A

☐ N/A

Describe:

8.2. What assessment tool(s) did the State/Territory use to measure quality of program and effective practice in family child care programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

Boards use the Texas Rising Star assessment tools developed by Children's Learning Institute to measure program quality and star level.

b) To measure effective practice, describe:

In FY2019, the Children's Learning Institute completed a study of the Texas Rising Star program standards. Part of this work was to measure the strength of the relationship between specific program standards and positive child outcomes. The study results are helping to inform the Texas Rising Star Four-Year Review which was completed in FY2021.

Additionally, Boards may provide funding for tools at the local level to measure effective practice in child care programs. For example, some Board areas use the Classroom Assessment Scoring System (CLASS) to evaluate effective practice, particularly caregiver-child interactions.

c) To measure age appropriate child development, describe:

Boards and providers select tools to measure child progress. TWC provided funding for the Planning for Individualized Instruction statewide initiative which provided subsidized programs with access to Teaching Strategies GOLD. In FY2020, the progress of over 20,000 children was assessed at the beginning and end of the 2019-20 school year. TWC also supported the development of the Children's Learning Institute's Circle Progress Monitoring tool which is free to all child care providers and public pre-K programs. Additionally, many Boards and providers utilize developmental screening tools such as the Ages and Stages Questionnaire.

d) Other, describe:

N/A

☐ N/A

Describe:

8.3 Spending

8.3.1. Did the State or Territory spend CCDF quality set aside funds on evaluating the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

☒ Yes.

If yes, %: 0.23

☐ No

☐ N/A

Describe:

8.3.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to evaluate the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use non-CCDF funds for the evaluation of program quality.

8.3.3 Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on evaluating the quality of child care programs in their state?

☒ Yes.

If yes, describe:

In FY'18, TWC approved funding for a Cost of Child Care Quality statewide study

which will be completed in 2021. The study will consist of in-depth provider interviews and rigorous analyses of expenditures associated with Texas Rising Star and an examination of business practices to identify weaknesses and strategies to improve providers' operational efficiencies and free up resources for activities that directly benefit child care quality.

☐ No

☐ N/A

Describe:

8.3.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 on evaluating the quality of child care programs in their state?

☐ Yes.

If yes, describe:

☐ No

☐ N/A

Describe:

The state did not use CARES Act funds development for the evaluation of program quality.

8.4 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

TWC submits the Evaluation of the Effectiveness of Subsidized Child Care to the Texas Legislature in January every other year. The most recent report was submitted in January 2019 and is available online: [https://twc.texas.gov/files/students/evaluation-of-theeffectiveness-](https://twc.texas.gov/files/students/evaluation-of-theeffectiveness-of-child-care-report-to-86th-legislature-twc.pdf) of-child-care-report-to-86th-legislature-twc.pdf

Additionally, the 86th Texas Legislature passed House Bill 680 which increases TWC's reporting requirements for the Child Care program to include more information related to high quality child care. HB 680 went into effect in FY2019 and will be fully implemented in FY2021.

9) Supporting providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1. How many providers did the State or Territory support in their pursuit of accreditation during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center based providers # 65
- b) Number of licensed FCC providers # 9
- c) Number of center based providers that serve CCDF children # 65
- d) Number of FCC providers that serve CCDF children # 9

☒ N/A

Describe:

For C and D above, all child care programs that receive assistance for the pursuit of national accreditation are Texas Rising Star providers which accept subsidy.

9.2 Spending

9.2.1 Did the State or Territory spend CCDF quality set aside funds on accreditation during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

☒ Yes.

If yes, %: 0.01

☐ No

☐ N/A

Describe:

9.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support accreditation during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

Local Workforce Boards may choose to use Local Match funds to support accreditation. No funds were reported as being used for 2020.

9.2.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support accreditation for child care providers?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use Consolidated Appropriations Act funds to support accreditation.

9.2.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to support accreditation for child care providers?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use CCDF funds to develop or adopt high-quality program standards.

9.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Boards report to TWC the number of providers who received services to help them attain or maintain national accreditation. In FY2020, 52 providers received mentoring supports, two providers received financial supports, and 20 providers received both mentoring and financial supports in obtaining and/or retaining national accreditation.

10) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 Quality Indicators

10.1.1 Does the State/Territory have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

- ☒ Yes.
- ☐ No. Skip to 10.2

10.1.2 If yes, check which indicators, the State/Territory has established.

- ☒ Health, nutrition, and safety of child care settings
- ☒ Physical activity and physical development in child care settings
- ☐ Mental health of children
- ☒ Learning environment and curriculum
- ☒ Ratios and group size
- ☒ Staff/provider qualifications and professional development
- ☒ Teacher/provider-child relationships
- ☒ Teacher/provider instructional practices
- ☒ Family partnerships and family strengthening
- ☐ Other

Describe:

Within the Texas Rising Star certification standards programs are scored on whether they meet specified criteria regarding the indicators noted. These

standards were recently reviewed and revised as part of the 4-year review.

10.2 Spending

10.2.1. Did the State or Territory spend CCDF quality set aside funds on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on these standards?

☐ Yes.

If yes, %:

☒ No

☐ N/A

Describe:

The state did not use CCDF funds to develop or adopt high-quality program standards.

10.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use non-CCDF funds to develop or adopt high-quality program standards.

10.2.3 Did the State/Territory spend at least some of the increased CCDF funds from the

Consolidated Appropriations Act, 2018 to support the development or adoption of high-quality program standards?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use Consolidated Appropriations Act funds to develop or adopt high-quality program standards.

10.2.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to support the development or adoption of high-quality program standards?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use CARES Act funds to develop or adopt high-quality program standards.

10.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The 86th Texas Legislature passed multiple bills related to licensing standards and children's mental and physical health, nutrition, and physical activity. Child Care Regulation is currently going through the revision process to update licensing standards to comply with these bills.

Additionally, these areas were reviewed as part of the Texas Rising Star Four-Year Review which was completed in FY2021.

11) Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible:

TWC partnered with the Texas Association for the Education of Young Children (TXAEYC) (in collaboration with Teaching Strategies) to continue the Early Childhood Assessment Project (the Project) throughout the state. At no cost, providers are given developmentally appropriate tools that enable early childhood teachers to assess the development and learning of children ages birth to five years and to train caregivers on the assessment tools, data gathering, and reporting. The Project helps teachers use assessment data to offer care and instruction that are individualized according to each child's strengths and needs.

Additionally, the Project will evaluate its outcomes.

Relevant measures include the following cumulative data for FY2020:

- The number of child care providers participating: 265
- The number of early childhood teachers and administrators trained on the instructional and assessment tools: 3,681
- Appropriate gains in child development measures: over 20,000 children assessed

11.1.1 Did the State/Territory set up a grant program designed to sustain the child care supply or provide sustainability funding to child care providers due to Coronavirus Disease 2019 (COVID-19) pandemic?

☒ Yes.

If yes, describe it :

TWC provided Child Care Stabilization Grants (CCSG) to child care programs that were closed due to the COVID-19 pandemic. The CCSG was provided to 62 child care programs over four months to assist programs in covering fixed costs (such as rent, utilities, and insurance) from June through September 2020. Eligibility for the grant included:

- Being licensed and/or registered but closed during the grant months (with plans to

reopen)

- Having had child care subsidy referrals at the time of closure
- Not qualifying for and/or not receiving the SBA PPP loan

and check which types of providers were eligible and number served:

☒ Licensed center-based programs

46

☐ Legally exempt center-based programs

#

☒ Licensed family child care

16

☐ Legally exempt family child care (care in providers' home)

#

☐ In-home (care in the child's own home)

#

☐ Other

(explain)

☐ No

☐ N/A

Describe:

Additionally, TWC provided an additional 25 percent reimbursement rate to providers that were open and that provided subsidized care at any time during the service month, beginning April 2020 through July 2021.

11.1.2 Did the State/Territory provide cleaning supplies and/or personal protective equipment (PPE) to child care providers either through funding or directly in-kind due to Coronavirus Disease 2019 (COVID-19) pandemic?

☒ Yes.

If yes, describe â€” :

Boards reported to TWC the number of child care programs they assisted in providing cleaning supplies and/or PPE during March through September 2020. 4,219 providers received cleaning supplies and/or personal protective equipment due to COVID-19. The data collected only depicts the number of programs and is not available by eligible provider type.

and check which types of providers were eligible:

- ☒ Licensed center-based programs
- ☐ Legally exempt center-based programs
- ☒ Licensed family child care
- ☐ Legally exempt family child care (care in providers' home)
- ☐ In-home (care in the child's own home)
- ☐ Other

(explain)

☐ No

☐ N/A

Describe:

11.2 Spending:

11.2.1 Did the State or Territory spend CCDF quality set aside funds on other activities to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of the CCDF quality dollars was spent on these standards?

☒ Yes.

If yes, %: 5.58

☐ No

☐ N/A

Describe:

11.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use non-CCDF funds to improve the quality of child care services related to provider preparedness, child safety, child well-being or kindergarten-entry.

11.2.3 Did the State/Territory use at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use Consolidated Appropriations Act funds to improve the quality of child care services related to provider preparedness, child safety, child well-being or kindergarten-entry.

11.2.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

The state did not use CARES Act funds to improve the quality of child care services related to provider preparedness, child safety, child well-being or kindergarten-entry.

12) Lead Agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f)(4), describing any changes to State/Territory regulations, enforcement mechanisms, or other State/Territory policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

a) Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

TWC reviews the child fatality data for CCDF providers when it occurs and on an annual basis as part of the QPR development. TWC and Child Care Regulation (CCR) meet regularly to coordinate policy and operations. Data indicates that unregulated or illegal operations pose the biggest risk to children's health and safety.

The most recent report can be found here:

[FY2020 Child Fatality and Near Fatality Annual Report.pdf](#)

b) Describe any changes to State regulations, enforcement mechanisms, or other States policies addressing health and safety based on the annual review and assessment.

Senate Bill 706 passed by the 86th Texas Legislature increased child care facility monitoring and provided for a specific focus on facilities operating illegally. In FY2019, CCR began implementing Senate Bill 706 which requires a unit of investigators whose primary responsibility is to identify child care facilities operating without a license, certification, or registration. This unit will also initiate appropriate enforcement actions against those facilities.

CCR is also developing rules to implement Senate Bill 569 which requires minimum standards for listed family homes which previously had minimal regulation. Additionally, CCR also plans to focus on community engagement and outreach to help individuals providing unregulated care become regulated and providing them with the tools to be successful business owners. The community engagement and outreach will also focus on providing parents education on how to choose regulated care and to stay involved in their child's care.